USERS INFORMATION LITERACY SKILLS AND USE OF E-RESOURCES IN SELECTED UNIVERSITIES OF KARNATAKA: A STUDY

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Introduction:

Paul G. Zurkowski coined the term "Information literacy" in 1974. He coined the term and invented an innovative method of perceiving the requirements of the growing information era.Information literacy skills, also called digital literacy skills, are the ability to identify, retrieve, interpret, and process information. Information literacy is a set of competencies that an individual identifies with their information needs. Information literacy is primarily an indispensable skill because technology is changing rapidly. Is the advancement of electronic information holding. In this era, Information literacy is very important. The study focused on the various dimensionality constructs of information literacy in the use of electronic resources.

Information literacy is effectively using the information in decision-making to find and critically evaluate information. University libraries are at the heart of educational institutions to the extent that they provide, inform, and educate students on the readiness, access to, and use of library resources such as books, journals, audio-visual materials, and services. This paper focuses on the impact of users of information literacy skills and the use of E-resources possessed by university students. The study emphasized the different dimensional concepts of information knowledge in the use of electronic information resources. The research focused on the unraveling relationship between information literacy skills and the use of electronic information resources. The complexity of electronic information resources requires that one have information literacy skills to effectively and efficiently use electronic information resources.

The Origins and Evolution of the Concept of Information Literacy:

- 1974: Zurkowski established the related phrase 'Information skills' to refer to people's capacity to address information issues by utilizing appropriate information sources and applying applicable technologies (Zurkowski,1974).
- 1983: 'A nation at risk: the imperative for education reform' shows that Americans are "rising a new generation of Americans that is scientifically and technologically illiterate."
- 1986: Educating Students to Think: The Role of the School Library Media Programmed, published in 1986, describes the functions of the library and information resources in school education.
- Library skills and computer skills are included in the term information literacy in 'information skills for an Information Society: A Review of Research' from 1987.

- 1988: Information Power: School Library Media Programme Guidelines.
- 1989: The Inaugural Meeting of the National Forum on Information Literacy (NFIL), a partnership of more than 65 national Organizations.
- 1998: The objective of the school library media Programme is to ensure that students and staff are successful users of ideas and information, according to 'Information Power: Building Partnerships for Learning, published in 1998.

Model of information literacy:

SCONUL (The Society of College, national and University Libraries)

SCONUL model is useful because it defines the attitude and behaviors as well as core skills. SCONUL's seven pillars information literacy model is a model of information skills in higher education presented and developed by the SCONUL Advisory Committee on information literacy in the UK in 1999.

Seven Pillars of information literacy development:

1. Identify
2. Scope
3. Plan
4. Gather
5. Evaluate
6. Manage
7. Present

Each pillar is further described by a series of statements relating to a set of skills. It is predicted that as an individual becomes extra records literate they will show more of the attributes in every pillar and pass towards the top. The name of the pillars can be used to map throughout to different frameworks (for example, the Researcher Development Framework (Vitate,2010) or to Describe the part of the getting to know the process.

ACRL:

The Association of College and research libraries (ACRL), is a division of the American Library Association of Academic Librarians and other interested individuals.It is committed to upgrading the capacity of scholastic library and data experts to serve the data needs of the advanced education local area and to further develop getting the hang of, instructing, and research.

ACRL is the Source for academic library standards and recommendations in the higher education field. ACRL develops standards and recommendations to assist libraries, academic institutions, and accrediting bodies in understanding the components of an outstanding library. The membership reviews and updates these standards, guidelines, and model statements on a regular basis. The ACRL

guide to policies and procedures includes detailed instructions for developing and revising ACRL standards and recommendations. The present study followed ACRL Model.

Framework for Information Literacy for Higher Education:

- Authority is developed and context-oriented
- Data creation is a cycle
- data has esteem
- Research is a type of request
- Grant is a discussion
- Search is a type of key investigation

Higher Education in Karnataka:

The Department of collegiate education, which was formed in 1960, oversees the administration of 2477 non-professional institutions connected with traditional state universities around the state. The department has worked hard to reach out to remote areas by providing quality University-level instruction in rural settings, as Karnataka has. The Department of collegiate education is aggressive in its efforts to transform tertiary education in the state. Rajiv Gandhi University of Health Science, Visvesvaraya Technological University, and Karnataka State Law University each have 972 Professional associated colleges. Agriculture, Horticulture, and veterinary Universities each have their own Constituent Department of Library and Information Science, Akkamahadevi Women's University, Vijayapura page-11 Colleges, and Campus centers. The diversity of higher education institutions reflects the different levels of obstacles that we confront while dealing with the higher education system. In terms of operation, no portion of this complete system resembles the other. As a result, the difficulties associated with governance and the reform of these institutions are similarly varied.

Karnataka has 55 Universities in total, with one being a Central University, 26 being a state university, 14 being deemed Universities, and 14 Karnataka has 55 universities in total, with one being a central university, 26 being a state university, 14 being deemed Universities, and 14 being private Universities. In the field of higher education, we have already made a start. Karnataka has made significant progress with the development of over twenty Universities and a huge number of undergraduate institutions. More crucially, its first University is about to turn a century old. Such Development must be considered before moving further.

The current State of higher education in Karnataka; the number of institutions of higher education in Karnataka; the number of institutions of

higher learning and their functions, the many sorts of these institutions, and a brief overview of the Karnataka higher education system. 278 Degree colleges situated in the Karnataka states.

E-Resources:

Electronic resources, often known as e-resources, are digital information and materials that may be accessed and used through a variety of devices such as computers, smartphones, tablets, and e-readers. E-books, E-journals, online databases, multimedia materials, and other types of digital information are examples of these resources. The rising popularity of electronic resources can be due to their relative simplicity of use, low cost, efficiency, and environmental friendliness.

Need for the study:

This study is to conduct a survey of users' information literacy skills and use of E-Resources in selected universities of Karnataka: Information literacy is an important component of lifelong learning, encouraging and informing problem-solving and critical thinking. Information literacy is regarded as a potent weapon for lifelong learning.it is common to all disciplines, learning environments, and educational levels. The role of electronic resources and services is to share knowledge for a specific purpose. The automation of libraries is critical for providing E-Resources among users in selected Universities of Karnataka.

Operational definition:

A Survey: "The word "Survey" is listed most often to describe a method of gathering information from a sample of individuals." (by Fritz Scheuren 2004)

Users: Those who are using Information literacy skills and e-resources Students, Faculties, and Research Scholars in the Selected Universities in Karnataka.

Information Literacy: According toALA American library association (1989) "Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

Use: Information literacy is important for students, Faculties, and research scholars, it promotes problem-solving approaches and thinking skills.

E-resources can be used efficiently and effectively to provide information to the users. E-resources is a media to help the information seeker to find all e-published information i.e. E-database, E-Journals, E-book, E-magazine, etc.

e-resources: In this content, e-resources are available in the selected universities in Karnataka.

Universities: an institution of higher learning providing facilities and teaching and research and Authorized to grant academic degrees.

Statement of the problem:

The statement of the problem is "users information literacy skills and use of E-Resources in selected universities of Karnataka:Astudy

Literature review:

Information literacy skills and e-resources:

Ibajanaishisha M Kharbudon (2016)[1]Academic Libraries are buying an increasing number of electronic resources for their collections. This essay provides a survey of the literature on the use of electronic resources in academic libraries. It provides a general overview of how e-resources and information literacy are related.

Israel and others (2018)[2] The study examined the relationship between information literacy skills and electronic information resources. This study used a descriptive survey method with quantitative data collection. SPSS was used for analysis. This study targets 115 postgraduate students at three universities.

Information literacy skills:

Shashikala and v. Dhanraj (2014)[1] This paper focuses on the crucial role of digital literacy and students ability to use new technology. The improvement of the effectiveness and efficiency of the learning process as well as the adaption of students to rapidly changing labor market depends heavily on the development of students ' motivation for enhancing their skills, this work uses empirical research to examine how much and how students use ICT during the learning process.

Dr. Vishala B.K. (2017)[3] The paper is descriptive in nature and attempts to provide college libraries with a general idea for developing information literacy modules to help them develop a set of skills to identify, locate, evaluate, and use the needed information effectively and ethically for their teaching and learning purpose and thereby enable the users in becoming literate in information use

Subaveerapandiyan A. and others (2022)[3] This research attempts to evaluate the level of digital literacy. This study's results demonstrate that most of those with high basic digital literacy abilities also have less advanced skills. According to

the study's findings, the majority of them need to master more sophisticated digital literacy techniques.

E-resources:

Younghee Noh's (2012)[1]this research aims to provide an input-output analysis of electronic resources in academic libraries. The findings of this study indicate that a sizable portion of academics purchased electronic resources and the enhancement of the environment for their efficient use. This study carefully examines how well electronic resources perform. This study makes a positive impact on the validity of library appraisal.

Nazir Ahmad Bhat (2017)[2] The goal of this research is to determine how frequently people utilize e-resources the study's findings will help librarians make wise decisions regarding the ratio at which the two types of information resources need to be obtained and the facilities the libraries need to provide for sufficient, streamlined, and dependable access to two information forms.

Vinod Kumar and others (2022)[3]The current study examines how perceived value metrics affect user satisfaction and behavioral intention to use e-resources. The main values chosen to examine the study are utilitarian, hedonistic, unique,
epistemic, and economic. Survey results from this empirical investigation have been examined using structural equation modeling.

The Objectives of the study:

- To find out the awareness about information literacy and e-resources among users in selected Universities of Karnataka.
- To encourage all information seekers to become technologically independent and technologically competent to retrieve, evaluate, manage, and use information.
- To identify the different information search techniques by users among selected universities under study.
- To explore the computer and ICT literacy skills of the users among selected universities under study.
- To analyze the user's familiarity with the e-information sources.
- To know how users, evaluate digital information and its sources critically.
- To know the awareness level and extend the use and level of students of e-resources among the study population.

- To suggest improving the digital information literacy skills among the users based on the findings of the study.

Hypothesis:

- The Information Literacy skills and competency is different among users of different Universities.
- There is high correlation between use of e-resources & competency level of information literacy skills among the users.
- There is a correlation between the level of awareness, extent of use, and level of satisfaction with information literacy skills among the students and faculties.

Methodology:

The present study aims to study a survey of user's information literacy skills and use of E-Resources in selected universities in Karnataka In the present study, the survey method of research will be applied where structured questionnaires will be used as a data collection tool to collect the primary data from users of information literacy skills and E-Resources. The questionnaires mainly cover demographic variables, level of awareness, usage, satisfaction, and extent of user benefits. The study will follow the survey method of research. The collected data was analyzed and presented both as a table and as graph forms analyzed using appropriate statistical tools.

Scope and limitation:

The scope of the research has certain limitations according to the location of the study, the type of users, and the population being studied. The study is limited to the university libraries of selected universities in Karnataka, and the respondents include only library users.The total Number of the following 11 University libraries was selected for the study:

S.no	Name of the university
1	Mysore University, Mysore.
2	Karnataka University, Dharwad.
3	Bangalore University, Bangalore.
4	Mangalore University, Mangalore.
5	Gulbarga University, Gulbarga.
6	Kuvempu University, Shivamogga.

7 Karnataka State Akkamahadevi Women University, Vijayapura.
8 Tumkur University, Tumkur.
9 Davangere University, Davangere.
10 Rani Channamma University, Belagavi.
11 Vijayanagar Sri Krishnadevaraya University, Ballari.

Significance of the study:

The significance of the study would be to find out the user relationship between information literacy and the use of electronic resources. This study describes the effect of dimensions of perceived value on satisfaction and intention to use resources. Findings fill the gap, help users manage electronic resources, and suggest appropriate ways to manage them.

Operational Definitions:

ALA American library association (1989) "Information literacy is a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information."

The International Federation of library association and Institutions (IFLA) defines information literacy as "The knowledge, the attitudes, and the sum of the skills needed to know when and what information is needed; where and how to obtain that information; how to evaluate it critically and organize it once it is found; and how to use it ethically".

The United Nations Education, science and culture organization (UNESCO) defines literacy as "Information literacy enables people in all walks of life to effectively seek, examine, use and create information literacy information to achieve their personal, social, professional and academic goals. It is a fundamental right in a very digital world and promotes social inclusion in all nations".

According to Ibrahim (2004), "E-resources consist of materials that are computer-controlled, including materials that require the use of a peripheral attached to a computer; the items may or may not be used in the interactive mode. This also can be defined as those e-resources and services that users access electronically via a computing network from inside the library or remotely to the library".

Conclusion:

According to the findings, information literacy skills are critical in the utilization of electronic information resources. The finding demonstrated that consumers' utilization of electronic information resources is influenced by tool literacy, critical literacy, social structural literacy, emerging technology literacy, and publication literacy. The study discovered that the model is useful for this

because it represents the information search process from the user's perspective, which produced a principle of uncertainty that begins the information searching process.

Users require information for a variety of activities and the university library is a resources center to provide a wide range of electronic resources that can meet any academic objective. The study reveals that the quality and volume of academic work are largely influenced by the knowledge and skills possessed in the use of e-library resources. It, therefore, concluded that users in literacy institutions need to update their information literacy skills.

Chapterization:

Chapter-1 Introduction.

This chapter explained the need for the study. Also explains the statement of the problems, the scope, and limitations of the study, the objectives of the study, and the hypotheses of the study also covered.

Chapter-2 Review of Related Literature.

This chapter covers the review of related literature for the study. It includes a brief review of related literature on users' information literacy skills and the use of e-resources among selected universities in Karnataka.

Chapter-3

Focuses on user's information literacy skills and use of e-resources theoretical viewpoint.

Chapter-4 Data Analysis and Interpretation of the Result.

This chapter shall give information based on data collected from the users of selected universities in Karnataka.

Chapter-5 Summary of findings, suggestions, and conclusion.

This chapter provides the entire summary of findings and conclusion about Awareness use and satisfaction of users' information literacy skills and use of e-resources.

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